

## A2 Key Paper 2 Listening Part 5 – Teacher’s Notes

### Description

In this activity students begin by thinking about food eaten at parties. Using the transcript, they identify the cue word, the correct answer and the distractors. Finally, students complete a Part 5 listening task.

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**Time required:** 30 minutes

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**Materials required:**

- A2 Key Handbook for Teachers (or sample paper)
- Recording of A2 Key Listening sample paper Part 5
- Transcript of Part 5
- Green, blue and red pens/pencils (if possible)
- Follow-up activity (optional)

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**Aims:**

- to familiarise students with the content and format of Key Paper 2 Listening Part 5
- to practise listening for correct information
- to practise identifying distractors

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### Procedure

1. Explain to students that they will be doing Part 5 of the A2 Key Paper 2 Listening exam. As a lead-in, ask students:
  - What type of food do you eat at parties?
  - Do you eat different types of food at different parties?
  - What type of food do you not usually see at a party?

Depending on time and how much you want to exploit the lead-in activity, you could either accept one-word answers, e.g. ‘a cake’ or you could ask students to give a bit more information about it e.g. ‘a cake with happy birthday on it’.

Try and elicit ‘salad’ from the class and what is included in a salad and explain that in the exam they need to know the types of vegetables people put in salads. Explain that you are going to talk about party food again later in the lesson.

2. If you have done a Part 5 Listening activity with your students before, elicit what they can remember about Part 5 of the Listening paper. Then give out the Part 5 **Sample task** (not transcript).
3. Elicit key information about Part 5 by asking questions such as:

- a) What do you have to do first? (Candidates have to read the instructions and look at the example so that they know what they have to do in the task)
  - b) Who will you hear talking? (Simon to Maria)
  - c) Do you hear the other people speaking? (No, Maria talks about the food they will bring)
  - d) What do you have to do in Part 5? (Candidates have to match the five people to the food they are going to bring. They write the correct letter in the boxes next to each person.)
  - e) How many options are there to choose from? (Eight, which means there are three extra activities. In the dialogue students often hear the 'wrong' answer mentioned (a distractor) so they have to listen carefully, and understand the whole sentence or sentences.)
4. Give out the transcript. Explain that students will find cue words, i.e. words which cue in or signal that the answer to the question is being talked about or is coming next. They will hear the answers and distractors. Ask students to go through the transcript in pairs underlining the cue words in green, the correct answers in blue and the distractors in red (change the colours if it's more convenient for you and your students). Do the first one as a whole class as an example – it's helpful if you can display the script on the board.  
Ask your students to work in pairs so you can monitor and hear if they have any problems. Check through the answers (see **Answer key**).
5. Ask your students to cover up the transcript and look at the task. Explain that you are now going to do the task as it is in the exam. Play the recording and tell students to complete the questions without looking at their transcripts. This should be easy as students have gone through it already.
6. Ask students to compare their answers. Monitor so you can hear where they had problems. Elicit the answers from the class, check for each person why the distractors identified in the transcript are wrong. Refer to the marked-up transcript as necessary.

### Suggested follow-up activities

1. If you want the students to practise using the answer sheet, ask them to fill in the lozenges in pencil for their answers to Part 5.
2. In pairs or individually, students could write a couple of their own sentences to add to the exercise – tell them they must include a cue, a distractor and a correct answer. Students then swap their activity with someone else and identify the cue, distractor and answer. Alternatively, students could read out their sentences and their partner must identify the correct answer as they would in the exam.

### A2 Key Paper 2 Listening Part 5

#### Answer key

#### Step 4

green/underlined = cue word

blue/bold = correct answer

red/italics = distractor

**You will hear Simon talking to Maria about a party. What will each person bring to the party?**

- M: Are you nearly ready for your birthday party on Saturday, Maria?
- F: I think so, Simon. I've made a cake and my friends are bringing the other food.
- M: That's a good idea.
- F: Barbara's going to bring some **oranges and grapes**.
- M: And I'll bring some *bread* and **cheese** from the market if you like. Everyone gets hungry at parties, don't they?
- F: Thanks, Simon. But you don't need to bring *bread* because Anita's bringing **that**. She wanted to bring *ice cream* but I think the weather's too cold!
- M: Mmm, it is. Perhaps Peter can help. He likes cooking, doesn't he?
- F: Yes, he emailed me and asked me to choose *roast chicken or fish*. I chose **chicken** because it's more popular than *fish*. What do you think?
- M: That sounds great! What's Michael bringing - he's coming, isn't he?
- F: Yes, he loves parties! I telephoned him and he's going to make a big bowl of **sliced tomatoes and onions**.
- M: Lovely!

#### Sample task

21. F                    24. D  
22. C                    25. H  
23. A

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.  
What will each person bring to the party?

Example

0 Maria  B

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

Transcript

Now look at Part Five.

*Pause 05"*

For each question, choose the correct answer. Look at questions 21 - 25 now.  
You have 15 seconds.

*Pause 15"*

You will hear Simon talking to Maria about a party. What will each person bring to the party?

- M: Are you nearly ready for your birthday party on Saturday, Maria?  
F: I think so, Simon. I've made a cake and my friends are bringing the other food.  
M: That's a good idea.  
F: Barbara's going to bring some oranges and grapes.  
M: And I'll bring some bread and cheese from the market if you like. Everyone gets hungry at parties, don't they?  
F: Thanks, Simon. But you don't need to bring bread because Anita's bringing that. She wanted to bring ice cream but I think the weather's too cold!  
M: Mm, it is. Perhaps Peter can help. He likes cooking, doesn't he?  
F: Yes, he emailed me and asked me to choose roast chicken or fish. I chose chicken because it's more popular than fish. What do you think?  
M: That sounds great! What's Michael bringing - he's coming, isn't he?  
F: Yes, he loves parties! I telephoned him and he's going to make a big bowl of sliced tomatoes and onions.  
M: Lovely!

(154 words)

*Pause 05"*

Now listen again.

*Repeat*

*Pause 05"*

That is the end of Part Five.

*Pause 10"*

You now have six minutes to write your answers on the answer sheet.

*Pause 05'*

*\*ping\**


You have one more minute.

*Pause 01'*

*\*ping\**

That is the end of the test.

### A2 Key Listening: Candidate Answer Sheet



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**OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE**

**Cambridge Assessment English**

Candidate Name:

Centre Name:

Examination Title:

Candidate Signature:

Candidate Number:

Centre Number:

Examination Details:


Assessment Date:

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here


**Key Listening Candidate Answer Sheet**

**Instructions**  
 Use a PENCIL (B or HB).  
 Rub out any answer you want to change with an eraser.

**For Parts 1, 3, 4 and 5:**  
 Mark ONE letter for each answer.  
 For example: If you think A is the right answer to the question, mark your answer sheet like this:



**For Part 2:**  
 Write your answers clearly in the spaces next to the numbers (6 to 10) like this:



Write your answers in CAPITAL LETTERS.

**Part 1**

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

**Part 2**

6	<input style="width: 80%;" type="text"/>	Do not write below here
7	<input style="width: 80%;" type="text"/>	6 1 0
8	<input style="width: 80%;" type="text"/>	7 1 0
9	<input style="width: 80%;" type="text"/>	8 1 0
10	<input style="width: 80%;" type="text"/>	9 1 0
		10 1 0

**Part 3**

11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

**Part 4**

16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C

**Part 5**

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H

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